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ABSTRACT

The learning module cluster described here attempts to heighten teachers' awareness of the effects of cultural deprivation upon childhood development and the subsequent effects on learning. The product intends to guide teachers in developing competency in dealing with these adverse effects. This descriptive report provides information on the purposes and content of the modules as well as activities and resources involved. A critique, history of development, and ordering information are also included. (DS)

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ED169020

DESCRIPTION OF TEACHER IN-SERVICE EDUCATION MATERIALS

A. SUMMARY INFORMATION

Title: CHILD DEVELOPMENT: WITH IMPLICATIONS FOR WORKING WITH DISADVANTAGED CHILDREN AND THEIR FAMILIES

Publication Date(s): 1971; revised 1972

Intended Users: Teachers interested in using an individualized approach toward disadvantaged children

Grade Level(s): Kindergarten, elementary, middle, secondary school

Number: Group

Primary Focus: Individualizing instruction -- providing additional insight and stimulus for new ideas in teaching the culturally disadvantaged child and working with his/her family are covered.

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U S DEPARTMENT OF HEALTH, EDUCATION & WELFARE NATIONAL INSTITUTE OF EDUCATION

School subject(s) and/or in-service topic(s) covered: This module cluster attempts to heighten teachers' awareness of the effects of cultural deprivation upon childhood development, and the subsequent effects on learning. The product intends to guide teachers in developing competency in dealing with these adverse effects. The participant studies the developing child from birth to adulthood; the effects of cultural deprivation on the developing child; some factors of learning; learning behaviors that include a specific observation system; and, appropriate learning experiences.

What participant does in using the materials: Each module contains specific "enabling activities" involving reading of various texts -- usually several per module -- and responding on a worksheet based on the readings. Activities include: observing and identifying certain types of behavior in children; exchanging ideas on the module experiences; viewing the films; listening to tapes, making personal contacts in the community; and many more suggested activities. There are specific pre and post-assessments for each of the five modules.

Resources: A 30-page booklet is the basis of this material. The "enabling activities" in each module of the cluster involve such procedures as viewing films; listening to tapes and reading various texts.

Describer critique: Most experienced teachers will find only two or three of the modules adaptable for their needs. However, at least two of these modules could be useful for teachers who have had to change from a highly motivated teaching situation to one where there is cultural deprivation. Beginning teachers should be provided with good, usable competencies for any classroom.

SP 014 019

M61 (M) behavioral science - (CM) parental involvement - (MCE) disadvantaged children TD

1.0 PURPOSES:

The developers state:
"The major objective of this proficiency module is to develop behaviors which will enable the learner to function as a well-prepared, effective teacher of disadvantaged children....This module cluster contains five modules; each of which is related to an aspect of the objectives of the cluster."

This statement indicates that these materials were developed to promote better understanding of child development and the effects of the environment on that development, and in turn, upon the learning process. With this increased understanding, it could then be hoped that more positive attitudes would develop toward the possiblity of overcoming obstacles created by "cultural deprivation." Also, it could be hoped that the behavior of the classroom teacher would be adjusted to deal more effectively with those children entering the classroom with learning deficiencies. That is, the teacher would be able to recognize certain types of learned behavior and adjust learning activities accordingly.

2.0 CONTENT — Scope and Sequencing of Topics:

The topics covered by the five modules are:

1) The Developing Child - Birth to Adulthood
Provides basic stages of child development from the simplest psycho-motor to the more advanced skill development. There are ten outside sources suggested as texts for the module, including seven books, two articles and one slide/tape kit. An additional activity of viewing a "specific filmed sequence of behaviors" is suggested.*

2) The Effects of Cultural Deprivation on the Developing Child and the Early Adolescent
Attempts to point out the effects upon the developing child created by various types of "physiological, institutional, or intellectually very barren environments" and examples of human deprivation. As suggested resources for the "enabling activities", there are ten books, one audiotape, one slide/tape program and four films. Additional viewing of a videotape sequence is suggested.*

3) Some factors of Learning - Principles of Learning and the Effects of the Environment
"This module will portray a continuum of some factors of learning" in order to help the participant identify and make judgements on various learning problems based upon thirteen stated principles. Suggested sources for enabling activities include two books, two films and one filmstrip/tape presentation. A videotape sequence is also suggested for viewing.*

4) Identification of Learning Behaviors Utilizing a Specific System
"To provide the intern with introductory skills of making observations of children's behavior," as developed by a group at the Stanford University Center for Research and Development. "In addition surveys and utilization strategies for the Bloom and Krathwohl taxonomies will be an integral part of this module." Two other books and the viewing of several other unidentified films are suggested as additional resources.

5) Planning and Implementing Appropriate Learning Experiences:
Attempts to consolidate the knowledge and skills acquired in this and previous modules, along with several stated social and scientific assumptions, into a workable system that can be of practical use in the organization of a classroom. The reading of two prescribed text books, knowledge of two articles and the viewing of a film are part of the "enabling activities".

* The names of suggested books and film resources are included in each module. Substitutions may be made upon the discretion of the instructor/leader. Even if all modules are not used, the sequence given should be followed.

Pre and post-assessments are included in each of the five modules, except for the absence of a pre-assessment in Module CHD 802.02.

3.0 ACTIVITIES AND RESOURCES INVOLVED IN USE OF PRODUCT

3.1 Description of main in-service activities:

This is a 30-page, 5 module cluster booklet. Basically, it is a syllabus of objectives, activities and suggested resources, formulated to provide knowledge and to influence teachers' classroom performance.

The booklet is mimeographed.

3.2 Help given in use of product:

The syllabus includes activities and suggested resources.

4.0 EVALUATION OF TEACHER INSERVICE LEARNING

Each module has its own pre and post-assessment, except for CHD 802.02, on the Effect of Cultural Deprivation on the Developing Child and the Early Adolescent. The pre and post-assessment usually require that the learner demonstrates competency or comprehension of presented material in verbal or written fashion to an instructor.

5.0 ORDERING INFORMATION

5.1 Resources required/recommended:

The text material and films suggested in each module should be available in college or public libraries. However, if there is difficulty in obtaining the books or films given, substitution should be made in consultation with a professor/instructor, or possibly a teacher/leader, for this inservice activity.

Several videotaped teaching sequences are also suggested. If equipment is available, the users could make these tapes. If not, classroom observations could be substituted.

5.2 Distributor name/address:

Dr. Charles E. Johnson (contact personally)
The University of Georgia
College of Education
Athens, Georgia 30601

(404) 542-7571

5.3 Components/approximate costs:

Component	Purchase	Rental	No. Req.	Reusable
CHILD DEVELOPMENT: WITH IMPLICATIONS FOR WORKING WITH DISADVANTAGED CHILDREN AND THEIR FAMILIES	$1.50	-	1/participant	Yes

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6.0 HISTORY OF DEVELOPMENT

6.1 Identification of the developer:

The developer of this product is Mae E. Armster Christian, clinical instructor, early childhood education and associate director of Teacher Corps at the University of Goergia's College of Education (Athens). Ms. Christian has a background in education for the disadvantaged, emphasizing early childhood development.

6.2 How developed and when:

This module cluster was developed for the Atlanta Teacher Corps, and was disseminated as part of the Georgia Education Model. At the time (around 1971), a need developed for books and other materials which dealt with the educational problems of the disadvantaged child. The modules were originally done to meet local needs in the state of Georgia, but the product has been requested for use outside the state. It was field-tested with several hundred practicing school teachers after 1972. The teachers' reactions to the program were tabulated at institutes they attended for inservice education at Atlanta University and Georgia State University (Georgia), University of Georgia, University of Mississippi and University of South Mississippi. A large number of those teachers attending these institutes (where Ms. Christian conducted the training) were middle school instructors.

6.3 Evidence of effectiveness with users:

Data was collected on the effectiveness of this product with teachers at each institute. It reflects the thinking and reaction of the experienced teachers and paraprofessionals, all of whom specialized in early childhood and elementary education.

C. DESCRIBER CRITIQUE

Appropriateness / adaptability / technical quality:

The module cluster, used in its entirety, is most appropriate for pre-service interns beginning their classroom involvment. However, modules CHD 802.04 and CHD 802.05 could be adapted for teachers coming out of a highly motivated system into one that has motivational problems, or from systems in which there is great evidence of adverse effects on learning created by various types of "physiological, institutional or intellectually very barren evironments" and/or human deprivation.

The quality of resources and suggested activities that accompany this program could be improved by an instructor having insight and, perhaps, knowledge of more updated materials.

Content accuracy/social fairness/community acceptance issues:

Because all outside resources were not available at the time of this critique, it is not entirely possible to give adequate comment on content accuracy. However, except for those texts dealing with basic child development, some of the books dated in the early '60's and one in the late '50's, might not meet current standards for social fairness or community acceptance, considering the dynamic societal changes of the last two decades.

Although there does not appear to be any intended sex bias, some may be offended by the consistent use of masculine pronouns when referring to the intern.

There is no evidence of racial bias in the syllabus, but some of the suggested resources might warrant close scrutiny before use.

Overall summary/comment:

While the material was developed primarily for preservice users, there are still experienced teachers who find themselves relocating to schools in which children come from "culturally deprived" environments. Consequently, these teachers might wish to gain new insights into meeting the kinds of obstacles involved. It should be kept in mind that substitution of materials suggested for "Enabling Activities" is strongly encouraged. The readings, activities and evaluations lend themselves to a good introductory training program.